



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

963 N.8th Avenue, San Luis, AZ 85349

Gadsden Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Underperforming
2004-05 Underperforming
2003-04 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Richard Brinton West
Schedule : 06:30 AM to 04:00 PM
Grades : 7-8
Web Address :
Phone Number : (928) 627-6580
Fax Number : (928) 627-9266
E-mail : brinton1147@yahoo.com

Mission

We are committed to establishing an educational environment which will empower students to strive for academic and social success as a lifelong personal pursuit. We believe students are the future. All students can learn. High expectations are critical for success. We offer equal access to academic achievement. All people deserve to be treated with dignity, respect, and tolerance, with appreciation for cultural diversity.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 N/A

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Prepare the students for their next grade level.
- ü Assist SEI students in becoming bilingual and preparing them for the transition to English-only classes.
- ü School-wide Accelerated Reader Program to facilitate reading improvement. Added several high level English and Math classes to challenge the student in these areas.
- ü Supplement curriculum for children with disabilities. (Life skills). Mainstreaming when appropriate in order to provide the least restrictive environment.

Enrollment

October 1, 2005 School Year Student Enrollment : 600
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 576

Instructional Programs

- ü SEI
- ü On-Site Special Education
- ü Gifted
- ü National Junior Honor Society
- ü Accelerated Reader
- ü Computer Technology
- ü Alternative Education
- ü Cross Curricular Instruction

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

One month before the school year is to begin, a parent information letter is sent to all parents. It shares specific information about the new school year. A Student/Parent orientation meeting is held the week before school begins. The National Junior Honor Society Program has been implemented. The school distributes a monthly newsletter to parents. A progress report is prepared and sent home at the middle of each nine-week grading period.

Parents

A school district dress code requires parents to have students dress appropriately each school day. Parents are encouraged to have children attend school every day; if not, the school will call the student's home, arrange for parent conferences, and make home visits. Parents are required to review and sign a school assignment planner book issued to each student. A PTA was formed this school year. The PTA assists with school functions and activities.

Transportation Policy

The School Board will provide regular school bus transportation to and from school for students with disabilities as indicated in their Individualized Education Program or 504 accommodation plans. Any student who lives outside the one mile radius will be offered bus transportation to the school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	299	595	78546	100	100	97	513	507	543	27	32	15	28	28	18	40	36	52	4	3	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	148	291	38645	100	100	98	516	512	545	20	26	13	33	32	18	45	41	54	2	2	15
Male	151	304	39792	100	99	97	509	502	542	34	39	17	24	25	17	36	32	50	6	4	15
African American	--	--	4205	--	--	97	--	--	524	--	--	22	--	--	22	--	--	49	--	--	7
Hispanic	299	594	31177	100	100	97	513	507	524	27	32	22	28	28	23	40	36	48	4	3	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	--	--	4689	--	--	95	--	--	515	--	--	28	--	--	25	--	--	43	--	--	4
White	--	NC	36450	--	NC	97	--	NC	563	--	NC	7	--	NC	12	--	NC	57	--	NC	23
Students with Disabilities	27	44	8093	100	98	82	459	462	489	74	75	50	11	14	24	15	11	23	NA	NA	2
Students without Disabilities	272	551	70453	100	100	100	517	510	549	22	29	11	30	29	17	43	38	56	4	3	16
Limited English Proficient Students	171	223	9323	100	100	94	496	494	491	39	41	47	32	30	28	29	28	24	1	0	1
Migrant Students	49	118	674	100	98	95	514	512	515	24	24	28	35	36	27	39	37	40	2	3	5
Economically Disadvantaged	299	593	34694	100	99	96	513	507	524	27	33	23	28	28	23	40	36	48	4	3	7
Non-Economically Disadvantaged	--	NC	43852	--	NC	99	--	NC	559	--	NC	10	--	NC	13	--	NC	56	--	NC	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	299	595	79045	100	100	98	478	474	512	19	24	10	46	43	25	33	32	58	1	1	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	148	291	38860	100	100	98	485	481	519	12	16	7	50	47	22	36	35	62	2	1	8
Male	151	304	40075	100	99	97	471	466	505	25	33	12	43	38	28	31	29	54	1	0	6
African American	--	--	4250	--	--	98	--	--	500	--	--	12	--	--	31	--	--	54	--	--	3
Hispanic	299	594	31314	100	100	98	478	474	493	19	24	16	46	43	34	33	32	48	1	1	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	--	--	4719	--	--	96	--	--	489	--	--	15	--	--	39	--	--	45	--	--	2
White	--	NC	36730	--	NC	98	--	NC	532	--	NC	4	--	NC	16	--	NC	68	--	NC	12
Students with Disabilities	27	44	8552	100	98	87	438	439	463	63	61	35	22	27	40	15	11	23	NA	NA	1
Students without Disabilities	272	551	70493	100	100	100	481	476	517	14	21	7	49	44	24	35	34	62	1	1	8
Limited English Proficient Students	171	223	9355	100	100	95	458	458	456	31	34	37	52	49	48	17	17	15	NA	NA	0
Migrant Students	49	118	682	100	98	96	480	477	480	16	15	23	53	52	37	27	31	39	4	2	1
Economically Disadvantaged	299	593	34922	100	99	96	478	474	493	19	24	15	46	43	34	33	32	48	1	1	3
Non-Economically Disadvantaged	--	NC	44123	--	NC	99	--	NC	527	--	NC	6	--	NC	18	--	NC	66	--	NC	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	300	594	79657	100	100	99	552	544	566	4	6	3	9	12	8	87	82	87	0	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	148	291	39120	100	100	99	565	560	580	NA	2	2	5	8	4	95	90	92	1	0	2
Male	152	303	40423	100	99	98	539	528	553	7	10	5	14	15	12	79	75	83	NA	NA	1
African American	--	--	4290	--	--	99	--	--	560	--	--	4	--	--	9	--	--	86	--	--	1
Hispanic	300	593	31642	100	100	99	552	544	552	4	6	5	9	12	11	87	82	84	0	0	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	--	--	4760	--	--	97	--	--	547	--	--	5	--	--	14	--	--	81	--	--	0
White	--	NC	36929	--	NC	99	--	NC	579	--	NC	2	--	NC	5	--	NC	91	--	NC	2
Students with Disabilities	27	44	9069	100	98	92	489	487	508	7	11	11	41	39	30	52	50	58	NA	NA	1
Students without Disabilities	273	550	70588	100	100	100	557	548	573	3	5	2	6	9	5	90	85	91	0	0	1
Limited English Proficient Students	171	222	9521	100	100	96	530	520	507	6	9	13	16	17	24	78	74	63	NA	NA	0
Migrant Students	49	117	694	100	98	98	550	553	546	4	3	5	10	11	12	86	85	82	NA	NA	1
Economically Disadvantaged	300	592	35341	100	99	97	552	543	551	4	6	5	9	12	12	87	82	83	0	0	0
Non-Economically Disadvantaged	--	NC	44316	--	NC	100	--	NC	578	--	NC	2	--	NC	5	--	NC	90	--	NC	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	317	622	78400	99	98	97	521	521	554	41	40	21	24	25	19	32	31	47	3	3	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	147	308	38686	100	98	98	517	519	554	41	41	20	26	27	20	32	31	49	1	2	12
Male	170	312	39636	98	98	96	524	522	554	41	40	23	23	24	18	32	32	46	5	4	13
African American	--	NC	4193	--	NC	97	--	NC	533	--	NC	32	--	NC	23	--	NC	40	--	NC	5
Hispanic	317	619	30732	99	98	97	521	521	534	41	41	31	24	25	24	32	31	40	3	3	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	--	--	4536	--	--	95	--	--	528	--	--	35	--	--	25	--	--	37	--	--	4
White	--	--	37038	--	--	97	--	--	575	--	--	11	--	--	14	--	--	56	--	--	19
Students with Disabilities	23	44	7840	100	100	81	474	480	498	83	73	60	13	20	18	4	7	20	NA	NA	2
Students without Disabilities	294	578	70560	99	98	99	524	524	560	38	38	17	25	26	19	34	33	50	3	3	14
Limited English Proficient Students	212	385	8956	99	98	95	508	507	502	51	52	56	26	26	25	20	20	18	2	2	1
Migrant Students	41	99	676	95	98	95	515	522	523	44	37	38	20	24	25	37	36	36	NA	2	1
Economically Disadvantaged	316	619	33014	98	98	95	521	521	534	41	41	31	24	25	24	32	31	40	3	3	5
Non-Economically Disadvantaged	NC	NC	45386	NC	NC	99	NC	NC	569	NC	NC	15	NC	NC	15	NC	NC	52	NC	NC	18

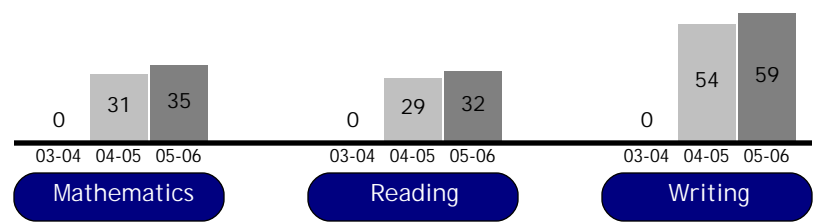
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	318	623	79179	99	99	98	481	481	519	26	25	11	42	43	27	31	31	58	1	0	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	148	309	38974	100	99	99	484	486	524	22	18	8	41	46	25	37	35	61	1	0	5
Male	170	312	40124	98	98	97	477	476	513	30	31	13	43	41	28	26	27	54	1	1	4
African American	--	NC	4243	--	NC	98	--	NC	506	--	NC	14	--	NC	32	--	NC	51	--	NC	3
Hispanic	318	620	30987	99	98	98	481	481	498	26	25	17	42	44	36	31	31	45	1	0	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	--	--	4573	--	--	96	--	--	494	--	--	16	--	--	41	--	--	42	--	--	1
White	--	--	37467	--	--	98	--	--	539	--	--	5	--	--	17	--	--	70	--	--	8
Students with Disabilities	23	44	8567	100	100	88	447	449	467	61	59	39	35	34	38	4	7	22	NA	NA	1
Students without Disabilities	295	579	70612	99	98	99	483	484	524	23	22	7	42	44	25	34	33	62	1	1	5
Limited English Proficient Students	213	386	9013	99	98	95	466	465	461	34	33	40	48	51	48	18	16	12	NA	NA	0
Migrant Students	41	99	680	95	98	96	479	482	487	29	26	20	44	42	43	27	31	36	NA	NA	1
Economically Disadvantaged	317	620	33345	99	98	96	481	481	499	26	25	17	42	44	36	32	31	46	1	0	1
Non-Economically Disadvantaged	NC	NC	45834	NC	NC	99	NC	NC	533	NC	NC	7	NC	NC	19	NC	NC	67	NC	NC	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	320	626	79734	100	99	99	525	527	554	5	6	3	37	31	19	59	63	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	148	310	39243	100	99	99	534	538	568	3	4	2	30	24	12	66	71	85	NA	0	1
Male	172	314	40413	99	98	98	518	516	541	6	8	4	42	38	26	52	55	70	NA	NA	0
African American	--	NC	4285	--	NC	99	--	NC	548	--	NC	3	--	NC	22	--	NC	74	--	NC	0
Hispanic	320	623	31254	100	99	99	525	527	539	5	6	5	37	31	25	59	63	70	NA	0	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	--	--	4613	--	--	97	--	--	535	--	--	4	--	--	29	--	--	67	--	--	0
White	--	--	37668	--	--	99	--	--	569	--	--	1	--	--	13	--	--	85	--	--	1
Students with Disabilities	23	44	8943	100	100	92	469	477	495	17	16	11	74	64	51	9	20	38	NA	NA	1
Students without Disabilities	297	582	70791	100	99	100	530	531	561	4	5	2	34	28	15	63	66	83	NA	0	0
Limited English Proficient Students	214	388	9138	100	99	97	507	507	492	7	8	13	49	42	46	44	50	40	NA	NA	NA
Migrant Students	42	100	687	98	99	97	528	532	528	7	6	6	36	30	28	57	64	65	NA	NA	NA
Economically Disadvantaged	319	623	33718	99	99	97	525	527	538	5	6	5	37	31	26	59	63	69	NA	0	0
Non-Economically Disadvantaged	NC	NC	46016	NC	NC	100	NC	NC	567	NC	NC	2	NC	NC	14	NC	NC	84	NC	NC	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	--	--	NA	54	97	26	26	50	99	24	21	54
	Language	--	--	25	58	97	31	32	52	99	35	32	58
	Mathematics	--	--	45	62	98	37	38	50	99	35	32	54
8	Reading	--	--	NA	55	95	24	24	51	100	25	25	58
	Language	--	--	43	52	95	35	35	50	100	39	39	56
	Mathematics	--	--	68	61	95	39	40	53	100	43	39	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü School Discipline
- Ü School Budget
- Ü Community Involvement
- Ü Extracurricular Activities
- Ü Instructional Programs
- Ü Instructional Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	26.00
Other Professional Staff	3.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	8	3	0	0
7 to 9 years	4	1	0	0
10 or more years	9	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	17
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	10%
Percent of core classes not taught by Highly Qualified Teachers	11%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Computer labs (2)
- Ü Band Room
- Ü Science Lab

Extracurricular Activities

- Ü Interscholastic Athletics
- Ü Junior National Honor Society
- Ü Marching Band
- Ü Mock Trials Debate
- Ü School Yearbook
- Ü Chess Club
- Ü Student Council
- Ü Drama Club

Social Services

- Ü Breakfast Program
- Ü Counseling Program
- Ü Lunch Program
- Ü Tutoring
- Ü Health Services
- Ü Parent Classes
- Ü Crisis Intervention
- Ü Evening Programs-Fine Arts/Science

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Decreasing need for placement in SEI programs: Increased English language fluency.

ü High percentage of students promoted to next grade level.

ü High percentage of teachers being labeled Highly Qualified.

ü Established on level reading classes and Algebra and Honor English classes.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	95	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

SWJH has an In School Suspension Program on campus. This allows students to stay in school and continue his/her studies while serving time for suspension. Each teacher has been to several classroom management workshops and knows how to set up a successful safe classroom environment. We have a school-wide classroom management policy. Students wear uniforms. School rules and discipline matrix are reviewed with students and parents. Students are supervised at all times during the day.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mr. Richard B. West	(928) 627-6580
Transportation Policy	Ms. Connie Rutherford	(928) 627-6559
Community Resources	Mr. Homero Chavez	(928) 627-6580
School Nutrition Programs	Mrs. Delia Gradias	(928) 627-6928
Parent Organization	Ms. Franco	(928) 627-6580
Student Health/Nurse	Ms. Rosie Figueroa	(928) 627-6974

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.